



Long Term Learning	Reading skills are taught, consolidated and reinforced continuously in daily guided reading sessions and simultaneously across all subjects. They are built up and added to as the child develops.
Real Life Relevance	We want our children to see the real life relevance of reading; to understand the importance of reading in their everyday life and how it is used as children and as they grow into adults.
Co-operative learning	Co-operative learning in Reading supports progress by enabling children to share interpretations, build comprehension skills, and develop a love of literature together. Paired and group reading activities allow pupils to discuss characters, themes, and vocabulary, deepening their understanding of texts. Through guided discussions and reciprocal reading strategies, children learn to ask questions, clarify meaning, and make predictions collaboratively. This approach not only strengthens decoding and fluency but also promotes confidence and critical thinking as pupils learn from each other's perspectives.

Intent

We want children at Clover Hill to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for pleasure and information
- acquire a wide vocabulary
- appreciate our rich and varied heritage
- elaborate and explain clearly their understanding to others

How is reading taught at Clover Hill?

Reading at Clover Hill consists of two dimensions (as stipulated in the National Curriculum): word reading and comprehension.

Skilled word reading involves the speedy working out of the pronunciation of **unfamiliar** printed words (decoding) and the speedy recognition of **familiar** printed words. Children need to be taught that letters on a page represent sounds in spoken words. There is an emphasis on phonics teaching in Reception and KS1 however this will continue through school where and when needed for individual pupils.

Effective comprehension of a text will draw from linguistic knowledge (vocabulary and grammar) and from knowledge of the world. At Clover Hill, we aim to develop pupils' comprehension skills through high quality discussion of a range of stories, poems and non-fiction.

Children are encouraged and steered towards reading widely across both fiction and non-fiction to develop knowledge of themselves and the world around them, establish an appreciation of reading and also to gain knowledge across the curriculum.

We aim to increase pupils' vocabulary by reading widely as this provide opportunities to encounter words they would rarely hear or use in their everyday life.

Our reading curriculum is designed to stimulate our pupils' imaginations and fill them with curiosity about the world. We aim to enable pupils to acquire the reading skills needed to be able to take advantage of opportunities, responsibilities and experiences in later life.

All teachers are aware of the end points at each key stage and play a vital role preparing children to meet the required standards. The curriculum is taught in a logical progression over seven years, systematically and explicitly so that all pupils can acquire the intended knowledge and reading skills. The reading curriculum has been planned and sequenced to ensure children have opportunities to revisit, practise and repeat learning which is key to deep understanding and having a mastery of skills.

Links across subjects are established to help deliver the reading curriculum effectively in a way that will engage the children and stimulate interest. Through group and class discussions, our reading curriculum aims to provide children with skills and knowledge that can be drawn upon in later life across a range of social situations.

Reading is a priority within the school. All subject leader meetings within the authority are attended and key messages and relevant handouts are provided to staff. Reading CPD is promoted, relevant for specific year groups or needs.

Implementation	
Organisation and Delivery of the Reading Curriculum	Reading is taught through daily Reading Workshops in small groups and weekly comprehension lessons where children are taught to use and apply the skills of reading. In Years 4, 5 and 6 Reading is taught through Whole Class Reading sessions. Each class will have daily 1-1 reading for those who require it.
Whole Class Reading Sessions	<p>Compared with traditional guided groups, whole-class reading offers the benefits of increased exposure to challenging texts, increased time for deep exploration of a text and the opportunity for class discussion.</p> <p>For a lesson to be effective, the text needs to be engaging and fit for purpose, so instead of choosing the lesson focus based on the text, we choose the text based on the learning needs of the class.</p> <p>Research shows that children who have an understanding of context are able to outperform their peers in comprehension, irrespective of phonic reading ability (<u>Willingham, 2018</u>).</p> <p>To apply this in the classroom, we begin the lesson by teaching the required background knowledge and vocabulary. This provides a scaffold and ensures that the children start with the necessary information to engage with the text.</p> <p>During whole-class sessions, the focus is on comprehension rather than decoding. Teacher reading means that the language content of the text doesn't need to be limited. Furthermore, by modelling, we are providing a scaffold for inference and understanding of emotion that children can use later when re-reading.</p> <p>The first read of the text focuses on modelling fluency and expression, and allows the children to develop an initial response. The children will re-read the same extract in pairs.</p> <p>The teacher then reads the rest of the chapter asking for volunteers to read paragraphs/sections. The extract the children are asked to read will reflect the child's reading ability. EG: a section with lots of dialogue in is easier to read. Less confident readers (who will be selected to read aloud) will have pre-read the extract prior to the session.</p> <p>The teacher asks questions as pupils are reading and they are directed to the questions on the board to be discussed at the end of the session.</p> <p>The importance of talk in developing understanding and writing ability is proven. Research shows that when meta-cognitive strategies (thinking about thinking) like this are used, they produce better understanding and follow-up writing (<u>Owen and Vista, 2017</u>). This is the case at Clover Hill.</p> <p>Providing stem sentences teaches the children how to respond without providing the answers. Furthermore, it provides a starting point for children who might have found formulating a response difficult without a scaffold.</p>

Impact	
Standards in reading are above the national in both KS1 and KS2.	
Our reading curriculum is organised clearly so each teacher knows exactly what is expected of their year group. Skills are taught, they are practised and they are repeated and revisited. This enables our children to develop deep understanding so they can use and apply skills taught in reading across all subjects at the same high standard as they do in the specific comprehension and reading workshop/WCR sessions.	
KS2 Reading Schemes	<p>Reading at Clover Hill Primary School is delivered using Collins Big Cat books which are aligned with our phonics scheme Phonics Shed. This is supplemented by other appropriate publishers such as Barrington Stokes, alongside established authors and texts. All books are labelled and are stored at focus points around the school. Once children are deemed to be 'fluent' readers and have a secure understanding of the texts they read (through teacher assessment and formalised assessment) they have free choice with their reading and can select titles from the class library.</p> <p><u>These schemes are selected for the:</u></p> <ul style="list-style-type: none"> • structured development of skills for beginners, early and more confident readers; • natural use of the language patterns of everyday speech; • breadth at each development level to reinforce knowledge and understanding; • bright and attractive illustrations to aid motivation; • varied support materials for teachers and development activities for children; • coverage of text types and genres specified by the new National Curriculum 2014. <p>Our reading scheme is supplemented by a range of excellent reading resources and comprehensive materials. New texts are added regularly to keep genre studies and English themes up to date.</p>
Key Stage One Reading	
In Key Stage One , most children are in the emergent and early reading stages. Books used have a variety of emergent text in order to encourage lively, creative discussion of what might be happening in the pictures. This is one of the first steps to show that a book conveys meaning. It is also very important to develop skills in reading pictorial texts and this should be developed throughout Key Stage One and into Key Stage Two.	

Text is added gradually as children learn the relationship between letters and sounds, but at the same time the teacher is guiding the fledgling readers to appreciate the bigger picture – that books have an individual message. Decoding unlocks the message, but the layers of meaning are shown in many ways: illustrations, variations of print type, capitals and punctuation, layout and in the voice of the reader.

Books in KS1 will be allocated according to the GPCs that the children have been taught. We operate a 3 read policy in KS1 and into Year Three as appropriate:

READ ONE – Concentrate on decoding (blending the individual sounds into words and reading the Tricky Words e.g. the, into, no, on sight)

READ TWO – Concentrate on fluency (encourage children to re-read whole sentences back faster once they have blended each word without blending them again. Can they recognise words that are repeated from pages to page and read back the sentence without re-blending?)

READ THREE – Concentrate on comprehension (ask children to re-tell you the story, answer simple questions about the events or information).

There are videos on our website and parent drop in sessions in Reception to show parents how to support their child in the early stages of reading.

KS1 Reading Schemes	KS1 use Phonics Shed texts (linked to phonics scheme- see Phonics Policy and Early Reading policy) supplemented with Collins Big Cat books.
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Monitoring and Evaluating Reading

Teaching and learning is monitored through planning and assessment scrutiny, lesson observations, work scrutiny and through talking to the children within lessons. This provides a basis to evaluate reading effectively.

The strengths and highlights of reading are identified at the end of the Summer term which are then reported to governors. From this evaluation the new school improvement plan for English is written, with clear aims as to what could be improved or developed. The action plan has clear time frames, accountability and success criteria and is monitored regularly to see that progress is being made.

Assessment

Christopher Such, Author of The Art and Science of Teaching Primary Reading recommends a ‘minimalist approach to assessment.’ This means only using things that have a chance of providing meaningful information. At Clover Hill this includes:

- Phonics assessments
- Fluency assessments
- Standardised comprehension assessments

Together, these assessments allow us to determine pupils’ most pressing barriers to reading development so that intervention can be provided.

Reporting to parents	Attainment is shared with parents at parent consultations twice a year. A written report on each child's achievements in reading is provided as part of an overall report on the child's progress to date in the July of each academic year.
Statutory Assessments	Y1 Phonics Check is administered in the Summer term. Y2 children who did not meet the required standard in Y1 also take part. Y6 complete Reading SATs in May. Y2 complete the now non-statutory KS1 Reading tests in May/June.
Termly Assessments	Pupils' reading skills are assessed at the end of each term. Year 2-6 use NFER Assessment to help benchmark nationally. Intervention measures are in place for identified Key Stage One and Key Stage Two children to ensure that they will make the best possible progress. We assess fluency four times per year (September, November, March and July) to track progress. Children are judged as fluent readers when they can read a text of an appropriate level of complexity at a rate of 110 words per minute. The data each term from teacher assessment across school is analysed to see where our strengths are, or if there are any particular areas that could be improved. Support/training or resources is offered if needed.
Parents	At the beginning of each new academic year, parents are given a reading list of suggested titles of age-appropriate texts. These booklets were also uploaded to our website. New parents in Reception class are provided with a guide to the teaching of phonics and reading to help them support their children during the early stages of reading which is available on our website. They are also invited into school to take part in a reading lesson with their child. A questionnaire is sent out annually to parents and children to ask for feedback regarding how we teach reading.

Inclusion

At Clover Hill Primary School, we believe that every child can be a successful reader. Our inclusive approach to reading ensures that all pupils—regardless of ability, language background, or learning need—have access to high-quality texts and the support they need to thrive. We use strategies such as guided reading, phonics interventions, and vocabulary-rich environments to build confidence and fluency. For children who require additional support, we provide targeted interventions, use of decodable texts, and assistive technology to make reading accessible. By fostering a love of books and celebrating diverse authors and stories, we create an inclusive reading culture where every child can enjoy and succeed in reading.

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. A variety of support materials are available from the SENDCo. Children are supported in the first instance through quality first and adaptive teaching techniques utilised in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND Policy.

High Quality Teaching (HQT) ensures that reading is accessible to all pupils. Individual pupils who are not making as much progress as their peers are monitored to ensure intervention strategies are put in place and that they make a difference.

Progress and achievement of all learners is tracked and the curriculum is personalised when required. Children with an EHCP have specific targets which are monitored and evaluated each term.

Drama

Role play and drama provide immediate routes into the world of story and allow children to explore texts actively. Through role-play and drama, children are encouraged to experiment with the 'what if?' of plot and make it their own. Role-play is a particularly effective way for children to inhabit a fictional world, imagining what the world of the story would be like, and illuminating it with their own experience.

It enables children to put themselves into particular characters' shoes and imagine how things would look from that point of view. Through drama and role-play children can imagine characters' body language, behaviour and tones of voice in ways that they can draw on later when they write.

Pupil Voice

At Clover Hill we believe in the pupils having the opportunity to have a say about how they feel Reading is being taught. It allows the children to have an active role in their education and schooling as a result of us becoming more attentive and responsive, in sustained and routine way, to pupils' views. Every year, we ask children of mixed abilities from Reception to Year Six questions about Reading and then we reflect upon their answers to improve teaching and learning at Clover Hill Primary School.



Clover Hill English Curriculum: KS1 Reading for Pleasure Texts /Comprehension

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	A New Room for William - Sally Grindley This is our House - Michael Rosen Harry's Home - Catherine and Laurence Anholt	The Ugly 5 - Julia Donaldson Where the Forest Meets the Sea - Jeannie Baker Funny Bones - Janet and Allan Ahlberg	Pele: Little People, Big Dreams - Maria Isabel Rumble in the Jungle - Giles Andreae Giraffe's Can't Dance - Giles Andreae and Guy Parker-Rees	The Three Little Pigs - Traditional What's the Time Little wolf? - Ian Whybrow Gina Kaminski Saves Wolf - Craig Barr-Green	Here We Are - Oliver Jeffers We're Going to Find the Monster - Malorie Blackman All the Ways to be Smart - Davina Bell	Grandma Bird - Benji Davies Ocean Meets Sky - The Fan Brothers A Present for Paul - Bernard Ashley
Year 2	Beegu - Alexis Deacon Odd Dog Out - Rob Biddulph The Whale who Wanted More - Rachel Bright The Brave Beast - Chris Judge	Dogs Don't do Ballet - Anna Kemp Vlad and the Great Fire of London - Kate Cunningham Toby and the Great Fire of London - Margaret Nash	How Rabbit Stole the Fire by Joanna Troughton Tiger Child by Joanna Troughton Meerkat Mail - Emily Gravett The Search for the Giant Arctic Jellyfish - Chloe Savage	The Day the Crayons Quit - Drew Daywalt The Day the Crayons Came Home - Drew Daywalt Mr Big - Ed Vere The Enormous Crocodile - Roald Dahl	Little Red - Bethan Woollvin Rapunzel - Bethan Woollvin Mama Panya's Pancakes - Mary Chamberlin Traction Man is Here - Mini Grey	The Tunnel - Anthony Browne Voices in the Park - Anthony Browne Sulwe - Lupita Nyong'o The Owl Who was Afraid of the Dark - Jill Tomlinson



Clover Hill English Curriculum: KS2 Reading for Pleasure and Whole Class Guided Reading Texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Reading for Pleasure	Diary of a Big Bad Wolf - Ben Miller	Stone Age Boy - Satoshi Kitamura	The Wild Robot - Peter Brown	Abominables - Eva Ibbotson	Hodgeheg - Dick King-Smith	Bill's New Frock - Anne Fine
Year 3 WCGR	Guided reading group work				Granny Jinks - Serena Holly	Iron Man - Ted Hughes
Year 4 WCGR	The Boy at the Back of the Class - Onjali Q Rauf	The Twits - Roald Dahl Playscript	The Land of Roar - Jenny McLachlan	The Firework Maker's Daughter - Philip Pullman	Highland Falcon Thief - MG Leonard and Sam Sedgman	
Year 5 WCGR	The Explorer - Katherine Rundell		The Nowhere Emporium - Ross MacKenzie		The Lion, The Witch and the Wardrobe - C.S. Lewis	
Year 6 WCGR	Beowulf	Holes - Louis Sachar	Wildboy - Lloyd Jones		The Final Year - Matt Goodfellow	The Unforgotten Coat - Frank Cottrell Boyce